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ABSTRACT

This paper discusses the characteristics and curriculum needs of disadvantaged students and examines curriculum materials for three levels, including career awareness (elementary level), career exploration (junior high level), and career preparation (senior high, post secondary, and adult levels). Curriculum and instructional materials used in educational programs for the disadvantaged will be sucessful only if they are specifically selected or prepared to meet the needs of those who are to be served, and then only if the learners perceive these materials as meeting their needs. Materials should be in keeping with the reading and interest levels of students, and the materials need to be adapted to the culture of the student by reflecting the language, environment, and experiences of the student. The instructional program should be functionally rooted in the community, which necessitates consultations regarding curriculum needs with community representatives from business, industry, health services, crafts and trades, other labor groups, and public agencies. Teachers of the disadvantaged must communicate an honest and sincere expectation that their students will succeed. It is also essential for instruction to be practical and basic in nature. An annotated bibliography of selected instructional materials is appended. (Author/VT)

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CAREER EDUCATION:
CURRICULUM MATERIALS FOR THE DISADVANTAGED

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INTRODUCTION

A crucial concern in the present educational system is the lack of relevance of existing curricula for the majority of students. Preparation for real-life experiences is inadequate in a discipline-oriented educational enterprise. Many students drop out before completing high school, largely because of this incongruity between their career development needs and their school experiences. A major goal of career education is that of providing every student with some basic employability skill in addition to preparation for the next educational rung on his or her career ladder. Basic elements of career education include self-awareness, career awareness, appreciations and attitudes, economic awareness, skill awareness, decision-making skills, employability skills, and educational awareness.

Career education focuses the curriculum upon the needs of individual students. A major fault of many programs designed for disadvantaged students is that such individuals have often been treated as if they were homogeneous. Research evidence indicates that heterogeneity exists to about the same extent in disadvantaged groups as in other elements of the population (Blake, 1970). Therefore, the curriculum needs of disadvantaged youth vary widely.

The Vocational Education Amendments of 1968 define "disadvantaged persons" as those who have academic, socioeconomic, cultural, or other handicaps which prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. This federal legislation required that new methods for meeting individual needs of disadvantaged people be provided. In response, a variety of curricular materials have been and are being developed.

Education for disadvantaged groups must go beyond most present school offerings. Habits, values, and skills taken for granted in advantaged students must be taught to the disadvantaged. To implement career education, schools must assume accountability for preparing learners for a variety of life roles. Goldhammer has identified five such roles:

1) Producer of goods or renderer of services

2) Member of a family group

3) Participant in the life of the community

4) Participant in avocational activities of society

5) Participant in aesthetic, moral, and religious concerns (Goldhammer and Taylor, 1972:125-126).

Historically, the most seriously disadvantaged students have received the least relevant education; namely, that which will enable individuals to become self-supporting (McCracken, 1969). Education of the disadvantaged learner as a producer of goods or renderer of services is essential.

This paper examines the needs of disadvantaged students and curriculum materials according to different reading and interest levels. The contribution of curriculum materials toward career awareness, career exploration, and career preparation of students is examined. It is recognized that a complete career education program involves much more than these three elements; however, this paper is limited to consideration of career awareness, exploration, and preparation as part of the school responsibility. It is assumed that effective functional education requires the introduction of children to the world of work in the primary grades and a continuous infusion of job information and counseling throughout the school years. The schools and prospective employers should jointly plan educational programs that will insure not only adequate instruction but also satisfactory employment (Committee for Economic Development, 1971). Outcomes of career education are students with self-identity, educational identity, career identity, economic understanding, career decisions, employment skills, career placement, and self social fulfillment (Miller, 1972).

CURRICULAR NEEDS OF DISADVANTAGED STUDENTS

Effective teaching of disadvantaged youth requires a high degree of teacher insight into the backgrounds and characteristics of students. These conditions and characteristics will vary from city to city and even within cities (Feck, 1971). Local guidance counselors, city and county government offices, health departments, welfare agencies, and census data are sources of specific localized information.

Student Characteristics

Student characteristics vary in accordance with the heterogeneous nature of persons who can be identified as disadvantaged. General positive characteristics include (Conte and Grimes, 1969):

1) Experiencing family cooperativeness and mutual aid

2) Involvement in less sibling rivalry than in middle class families

3) A tendency to have collective (family and group) rather than individualistic values

4) Being less susceptible to status and prestige factors; therefore, being more genuinely equalitarian in values

5) Accepting responsibility at an early age

6) Possessing superior coordination and physical skills

7) Being physically and visually oriented

8) Relating well to concrete experiences

9) Having a lack of learning sets.

Many environmental and family characteristics have adverse effects on disadvantaged youth and contribute to their educational impairment. (Kuvlesky, et al., 1969.) Affected are their attitudes, physical and mental health, and educational and occupational aspirations and achievements. Some selected characteristics follow (Feck, 1971).

1) A view of society is often held which is limited by the immediate family and neighborhood

2) Struggle for survival is a major objective

3) Behavior is often sanctioned which would be viewed as immoral in the society at large

4) Unstable family situations result in insecurity, aggressiveness, and delinquency

5) Immediate gratification assumes precedence over later well-being

6) A negative self-image often results from frequent failures

7) Corporal punishment is prevalent, although youth are often not closely supervised

8) High academic and occupational aspirations are usually not encouraged or reinforced

9) Life styles provide little opportunity to develop the ability to cope with the verbal and the abstract, which schools frequently use

10) Feelings are openly and frankly expressed

11) Delinquency aids acceptance by peers

12) Without successfully employed work models, few opportunities are available to develop an understanding of available careers.

The instructional materials required to respond to the various needs of the disadvantaged can be successful only if appropriately applied to the specific needs for which they were designed. Since needs vary widely among students, so must the instructional materials. The need for individualized instruction becomes increasingly acute as the degree of disadvantagement increases.

Curricular Needs

Since 1963 there has been a flurry of activity designed to develop materials for use in acquainting students with career opportunities. Most of these materials have been aimed at the general student population, but many are adaptable for use with disadvantaged students.

Information about the student establishes a basis for planning. Registration procedures and examinations must be kept to a minimum and remain as informal as possible. At the elementary level, assessment may consist primarily of observation or interaction with the students. When possible, the assessment procedure should be handled more like a counseling situation (Blake, 1970). Assessment of student needs for use in curriculum planning should normally include measures of his physical needs; his academic proficiency; his stage of career awareness, exploration and/or preparation; and his aspirations and expectations.

In curriculum development, as in other aspects of preparing programs for the disadvantaged, student retention is a critical factor. All activities must be predicated on the premises that the student is to succeed and is to stay in school until his educational goals are reached; that the student can and will succeed. Opportunities for self-expression must exist within a supportive climate which includes warm, sensitive, responsive teachers, who are the most essential components of curriculum implementation (Blake, 1970).

Modifications of existing curricula may provide an appropriate starting point in developing a new curriculum. Blake (1970) identifies the following as changes which are needed:

1) The grading system should be modified. Standards should not be lowered, but provisions can be made to evaluate the student on the basis of successfully accomplished work. A pass/incomplete system can avoid the stigma of failure and permit the student to achieve an educational goal over a prolonged period of time.

2) Curriculum should adjust to the students' needs. Remedial work should be provided as needed. Students are more likely to be retained if they can see an immediate need for the instruction they are receiving. Examples of changes that have been found to be appropriate include the following:

   a) English can emphasize communication skills including reading. Emphasis can be given to use of shop manuals, preparing orders, job applications....Bi-lingual skills should be encouraged and students should be made aware of the need for people with these skills (international ticket agents, sales personnel, etc.).

b) Social studies can concentrate on understanding free enterprise, transportation, individual rights and responsibilities,...

c) Mathematics can include units pertinent to career training; i.e., measurement of angles, micrometer reading (thus requiring a working knowledge of various decimal computations), costs, profits, tax computations ...

d) Science can include units on scientific phenomena relating to welding, auto mechanics, painting, medicine, human biology, ecology...

3) Provisions should be made for allowing credit for competencies the student has previously acquired so senseless repetition is avoided.

4) Students, teachers, and advisory groups should all be actively involved in developing the curriculum. Instruction should be carefully planned to prepare the learner to reach his educational and career goals. Irrelevant material should not be taught.

5) Instructional materials should be prepared so homework is not required. Noise, poor lighting, lack of space for study, and absence of parental encouragement make completion of homework an impossibility for many disadvantaged students. Supervised in-class study and individualized instruction materials are far more effective than study halls or homework as means of enabling the student to learn.

The amount of reading material used should be carefully limited and written at a level suited to the student's reading ability (Feck, 1971). The effectiveness of reading materials in all aspects of the curriculum will be enhanced by selecting or preparing materials which are specifically adapted to the student's culture and region. The frame of reference used to describe a skyscraper, for instance, should be very different for a southwestern Navajo youngster than for a black New Yorker.

More progressive curricula permit the student to enter when ready, progress at his own rate, use media which are best suited to his learning style, and exit when ready. The plan should remain flexible and adjust to newly acquired abilities and changing interests of the student.

Evaluation of student progress should be a continual process. Vocational Village in Portland, Oregon, for instance, reviews each student's accomplishments every six weeks. Specific work requirements are not established but any student who chooses to be in the school must show daily progress. Any student who has not demonstrated progress within this time is given a chance to "get with it" and those who don't are phased out so their space can be made available for other students. This technique provides involvement of the student in a decision-making process which determines his destiny and has proven to be a useful motivator (Boss, 1971). Boss also refers to programs which utilize "Achievement Boards" or a modified staffing activity. Staff members get together with an individual student in a friendly, casual atmosphere for the purpose of cooperatively planning a study program to support the student's needs, interests and potential. Program adjustments and followup to the initial meetings are conducted in the same atmosphere.

Employment should be a prime goal of all students, but some return to regular classes to complete high school and a few go on to study in vocational, technical, or higher education programs after high school. To exit from the program as soon as they are employable may be a much more realistic move than an attempt for students to complete high school under existing programs (Feldman, 1970).

Olson (1969) indicates the need for job analysis to provide a rationale for clustering related bodies of knowledge and identifying education experiences that develop competencies needed for entry-level employment. Analyses have shown that a wide range of competencies are needed to fill entry-level jobs. The clustering of jobs, by design, establishes a continuum, vertically and horizontally, of "student spin-off points." When the competencies of an individual match the entry-level requirements of a job, the student should be free to leave the formal education setting to enter a work-experience commensurate with his needs and abilities at that time or remain in school and continue to expand his knowledge and develop competencies of a higher order. The measure of quality education then could emphasize educational opportunities provided for individual needs at any given time rather than upon the number of students prevented from dropping out. Flexibility is a key to entry and exit opportunities.

Curriculum materials for the disadvantaged are generally successful because of the creative ways the teacher adapts them for use in the appropriate situation at the correct moment. A variety of materials may work effectively if the teacher has established the right climate and rapport with his students. Among other things, the teacher must radiate the feeling that students are worthwhile human beings, capable of learning; exhibit empathy rather than sympathy.

Curriculum needs differ with the educational level of students. Elementary students have differing needs from junior high or middle school students, who in turn have differing needs from senior high school students. These differences have multiple bases, including: level of maturity, reading ability, and interests. The following discussion will attempt to illustrate the types of instructional materials and how they may be adapted to allow for these differences.

CURRICULUM MATERIALS FOR CAREER AWARENESS: ELEMENTARY LEVEL

Career education at the elementary level consists primarily of career awareness integrated with basic communication, computational, and social skills. These skills, of course, can be acquired through a variety of media approaches.

Tuckman (n.d.) indicates a learning pattern by grade level (see Figure 1). His model is designed for a general audience, but with creative teacher modifications it can prove suitable to disadvantaged audiences also. Tuckman further suggests that films, games, field trips, test making, videotaping, simulation, speakers and other media be included in career instruction.

Always to be kept foremost in mind is what instructional media for disadvantaged students should include in order to be relevant:

1) Multiracial, multiethnic and multisocial-class representation in job situations

2) Illustrations of specific contributions of minority groups

3) Subject matter which helps develop an understanding of real world situations

4) Emphasis on programmed instruction

5) Allowance for individual step-by-step progression

6) An interesting manner of presentation to encourage motivation

7) Functional content dealing with vocational orientation

8) Opportunities for student participation, including role-playing

9) Suggestions for possible field trips, observation, interviewing and the like (Conte and Grimes, 1969; and Passow, 1967).

Developmental Stage	Grade Level	Self-Awareness	Career-Awareness	Career Decision-Making
1) unilateral dependence	k-1		1) nature of work cultural information 2) nature of tools	
2) negative independence	1-2	1) examination of interests	1) nature of work: cross-cultural information 2) work climates	1) realize that people choose
3) conditional dependence	2-3	1) examination of motives, needs and orientations	1) work climates 2) work expectations	1) realize that you must choose
4) interdependence	[illegible]	1) examination of skills and competencies	1) kinds of jobs 2) relation of jobs to society's needs	1) decision-making process
5) external support	5-6	1) examination of interests 2) examination of aspirations	1) work rules 2) job requirements	1) decision-making process

Figure 1. CAREER DEVELOPMENT PROCESS THEMES FOR CAREER AWARENESS*

*Reprinted with permission from "An Age-Graded Model for Career Development Education," by Bruce Tuckman. The Research Coordinating Unit for Vocational-Technical Education, Trenton: New Jersey State Department of Education, n.d.

Means of Instruction

Textbooks. In the past, textbooks have often been used by teachers exclusive of other media as they are relatively easy to use, are available and offer a ready-made curriculum. They continue to play an important role in the classroom, but to promote greater motivation and higher interest, they can be used in connection with various other media. Today's teacher should not rely on textbooks alone, for a number of reasons: (1) textbooks cannot accurately represent the present or the past because of important facts and issues which are omitted or "majority based"; (2) they are written for so broad an audience that sensitive and special interest issues are usually excluded; (3) excessive dependence on and acceptance of one source of information tends to create intellectual pawns rather than resourceful, independent thinkers; and (4) there are numerous and varied other educational resources available.

Examples of good career related texts available at the elementary level include the "Concept of Inquiry" series (Allyn and Bacon, 1970, 1971) which provides texts and teacher's guides for grades K to seven. The materials for grades two and three are especially relevant to development of career awareness.

Supplementary Readings. Additional texts or independent reading materials can be used to advantage in connection with a regular program or, in an unstructured program, in place of regular texts. An economic advantage to this type of material is the lack of need for one copy per child. A collection of various titles can be shared among students offering greater variety. In many cases, these materials can be shifted from one grade to another as their storyline is not affixed to a specific grade. Examples of such for the primary grades would be the "Community Helper" books (G. P. Putnam's Sons, 1970), and the "Community Helper" series (Albert Whitman and Company, 1965-1971). Both reference series present workers in various occupations and accompany the stories with illustrated dictionaries.

For intermediate grades, there are additional series. The "Looking Forward to a Career" series (Dillon Press, 1970-1972) introduces an individual career in each book. The grade level of interest could expand from grade five to 12, but not beyond. The following two series would be more flexible across grade levels. The "Open Door" series (Children's Press, 1970), grades four to nine, is comprised of small paperbacks which present autobiographies, mainly of minority group members, and include a discussion of the particular job in which a person is involved. Each book closes with a synopsis of the requirements for such a job and where to obtain further information. The presentation is such that these books could also be used with secondary students.

A similar series, What Job for Me?, is published by McGraw Hill (1966, 1967) (see Appendix). It covers a wider area of occupations, while also giving coverage to minority individuals. It, too, provides job information at the conclusion of each book. It is well designed for use by students from the intermediate through secondary level.

Audio-visuals. Films, filmstrips, tapes, games and related media open up a new area of learning. They offer variety and allow a flexibility to regular classroom procedures. Frequently these materials are available on loan from public libraries or through the local school system. As with any teaching tool, the teacher must first be familiar with the material and how to operate any needed equipment. Many teachers still believe operation of audio-visual equipment to be cumbersome at best. Most equipment is automatic and generally simple to operate. For any equipment, only the initial operation presents a problem, and the benefits to be derived from use in the classroom far outweigh that initial apprehension. For any visuals or tapes to be presented to a group, the teacher should always privately preview the material. This step assures the teacher that the material is indeed suitable to the occasion; allows for making notes of special points to emphasize during ensuing discussion; and, of course, assures that the equipment and material are in proper operating condition.

A simple, but effective visual to employ with children, K to three is the use of flannel board characters. When I Grow Up, I Want to Be... (Instructo, Corporation, 1970) is a career oriented kit consisting of felt characters with 36 occupational uniforms, and equipment which can be involved in a story time discussion of professional, blue collar, business and home-making occupations. A more detailed description is found in the Appendix. The teacher, often with student help, can inexpensively create his own flannel board characters. Such, in fact, could prove more meaningful to students as they would experience value being given to their efforts.

A multi-media kit, Occupational Information Learning Activity Package for Grades K-9 (OCCUPAC), developed by Eastern Illinois University (Peterson, et al., 1971), contains slides, tapes, equipment and materials used in various occupations. "So You Want to Be a Nurse," (Vocational Films, n.d.) is one of a series of records and filmstrips describing the how and why of various occupations. This series is directed mainly to students in grades six and up (see the Appendix).

Field Trips. Field trips provide a means for experiencing the world of work in a way which cannot be duplicated by other media. Through such experiences, youngsters become effectively acquainted with

the realities of a job, which adds considerable dimension to their educational experiences.

Advanced planning on the part of the teacher can be as important as the trip itself. This should include establishing specific objectives concerning what is to be learned, what conditions will allow the learning to take place, and what provisions will enable the learner to explore interests that develop spontaneously. Questions such as the following should be a part of every trip:

1) What kinds of services are the workmen performing? Of what value is the service to society? In what way is each worker's service unique?

2) Why do these people work here? What benefits does each worker receive in return for his services? Does each worker receive the same benefits?

3) What kinds of skills are necessary to perform the jobs observed during the field trip? How does one obtain these skills?

These are basic questions to consider, but the disadvantaged student is also going to want to know, "Does anybody like me work here?" The success of a field trip for disadvantaged students is dependent on the students being able to identify with the workers. The impact of the trip will be intensified for minority students if minority group workers are visible.

Urban areas offer greater accessibility to factories and businesses for field trips than do rural areas. The field trip remains an ideal way in which to introduce students to the working world. However, when such is not possible, simulation can be used as a viable substitute. This could take the form of gaming situations (Clements, 1970; Barton, 1970; Finch, 1971); or role-playing (Porter and Sadler, 1972).

Summary

Children from disadvantaged families are more likely to enter elementary school behind grade level in communication and social skills, as well as in work concepts, than are many of their advantaged classmates. Programs, such as Head Start, do help narrow the gap, but they are not available everywhere, and generally, unless a follow-through project is also provided, the gain is frequently lost over time.

By the time they begin formal schooling, many disadvantaged children possess a strong concept of sharing and working well with others. This characteristics can serve as the basis for developing an interest in jobs and how they require cooperation.

All jobs must be recognized as important to a community. Such realization can then be followed by introduction of specific types of jobs. Disadvantaged children living in cities have the daily opportunity to observe numerous city employees at work. The teacher can use this resource as a starting point for discussion of careers. Once the climate is established, the various means of instruction suggested in this chapter can be applied.

Of basic concern to curriculum planners and teachers should be a determination to provide an individualized approach to allow for a variety of reading and interest levels assimilated within any particular curriculum, be it graded or ungraded. This must be followed up with teachers who are interested in individual students and willing to take the extra time required to match appropriate materials with students. Containing the disadvantagement as much as possible at the elementary level offers greater possibilities for secondary level students.

CURRICULUM MATERIALS FOR CAREER EXPLORATION: JUNIOR HIGH LEVEL

In the elementary school, students become aware of the world of work, the values of a work-oriented society and of themselves in relation to their potential roles as workers. They are encouraged to express occupational choices based upon perceived interests because of the value derived from their thinking about themselves as persons.

At the junior high school level, most students are led to consider occupational choices in terms of the educational requirements for entry. During this period of time students are confronted with decisions concerning educational and career selection and/or whether to remain in school. These decisions require a great amount of information and long have been neglected or slighted in the educational program.

In making choices, students express the kind of person they hope to be. They become motivated to learn because they have a reason the school process can be useful to them.

Occupational alternatives should be presented as differing in kind rather than quality. If a "best" to "worst" hierarchy is depicted, students are then faced with only the choice of settling for the "best" alternative perceived as open to them. The "best" choice is determined by each individual after careful consideration of alternatives.

Any curriculum for disadvantaged students at the junior high level should include planned work-exposure experiences. Real and simulated work experiences provide a catalyst for self and vocational exploration. Occupational information should be incorporated into courses and other school activities (Budke, 1971).

Industrial arts education provides an appropriate model for career education at this level. Experiences provided by industrial arts education relevant to work roles students may assume in adult life may include (Pucel and Klaurens, 1968):

1) When a student learns an operation, he is given the opportunity to instruct other students and thereby test and improve his ability to give instructions

2) When learning new operations, students are shown how these operations contribute to the well-being of society

3) When a student shows interest or skill in a particular operation, he is encouraged to become familiar with the occupations in which the operation is performed

4) Classes are organized as work groups with students rotating in the role of foreman

5) Students are encouraged to explore surrounding industries.

Industrial arts education is primarily concerned with the industrial occupational segment of society and often reaches only a small segment of the student population. A much broader program is needed.

Occupational exploration will help students narrow the range of occupations under consideration to something less than the 30,000 occupations listed in the Dictionary of Occupational Titles (DOT). To do this, it is convenient to group occupations around broad occupational families.

Occupational clusters have been formulated and used by various agencies to categorize occupations into groups for educational purposes. Clusters drafted by the U.S. Office of Education have been utilized by schools to insure occupational exploration and preparation for clusters of jobs available in the community. The 15 main headings are primarily functional in their implications (transportation, environment, communications, etc.), but include some traditional institutional groupings (public service, marine science, agri-business, and natural resources). The internal construction of many clusters is mixed. Some, such as "Business and Office Occupations," are fairly consistent in dealing with subclusters of jobs with similar task descriptions (e.g., secretarial, clerical, records maintenance). Others, such as Manufacturing or Transportation, tend to mix or blur lines of family distinction so far as job or task training is concerned.

A particular virtue of this system is its broad coverage and its emphasis upon changing and emerging fields. It is seen as a feasible general guide for the earlier information/orientation/exploration phase of student preparation, but seems difficult to relate to other materials and efforts necessary in the development of the later preparation of students for occupational entry (Taylor, 1972:4).

Regardless of the classification scheme, students should explore similarities and differences among occupations, considering job skills, educational level, environmental conditions (physical and geographic), and life style. Each of these dimensions must be related to the skills, aptitudes, interests, work values, environmental restrictions and motivations of individual students.

Coordinated Vocational Academic Education (CVAE) in Georgia has been used with disadvantaged students to interlock academic subject matter with vocational experiences. Instructional materials for this project were prepared by coordinators enrolled in a 1970-71 internship at the University of Georgia. Included in the materials are an instructional matrix, training guides, curriculum outlines, role-playing suggestions, individual projects, games, and a bibliography (Coordinated Vocational Academic Education..., 1971a,b,c,d,e,f,g,h, 1972; Williams, 1971; Porter and Saddler, 1972).

Other materials have been developed by numerous other projects. Examples are "Self Understanding through Occupational Exploration" in Oregon, "Program of Education and Career Exploration" in Georgia, "Exploring Occupations" in Delaware, "Coordinated Curriculum Program" in New York, "Careers Oriented Relevant Education" in Oregon, and "Mini Guides" in Arizona.

The "Correlated Curriculum Program" which has been developed in New York City is an example of curricular materials developed around an occupational interest area (New York Board of Education, 1969; 1970a, b,c,d). Students in this program explore careers in business, health, and industry for three semesters and then receive broad occupational training in the careers of their choice for five semesters. The teaching is interdisciplinary with the teachers organized in teams to plan correlated lessons. Coordinating career subjects with academic subjects serves to enforce student learning and to improve achievement in all subjects. Occupational information and occupational training for a cluster of jobs in a career area prepare students for employment in the rapidly changing economy.

In New Jersey, summer programs provide opportunities for students to go on mini-trips toting cameras, audio tapes, and video recorders; they role-play jobs, set up and operate businesses, and conduct surveys (Gambino, 1972). Social, cultural, and recreational functions are a part of the curriculum. Curriculum planning of this type offers a number of advantages: (1) individualized remedial work developed around a career theme can be provided to help these students "catch up" with their peers in the general student population and this remediation can be planned so it is not an "overload" for the student; (2) visitations at community locations can be made freely with a minimum of schedule coordination anxieties; (3) emphasis can be directed to the specific concerns that the disadvantaged have, in terms they understand, at a pace adapted to their learning rate; and (4) actual exposure and involvement in the work setting provides an opportunity for students to recognize how the school curriculum can provide skills needed for employment.

Exploratory work experience provides an opportunity to make on-the-job observations and engage in hands-on experiences in a limited number of occupations. This kind of contact with the world of work provides "life experiences" which can surpass the most elaborately contrived classroom presentations. In some cases the student may be able to expand these experiences into part-time jobs and gain additional benefits from the income. On-the-job experiences can serve as common ground to help the student recognize the need for counseling and remedial instruction. The chance to work with adults in a different environment, to learn the importance of following instructions, and to learn how school and work are interrelated can awaken the student to his career opportunities and responsibilities. Thorough and understanding supervision by the school and the employer are essential components of all work experience programs.

School and community resources can be more closely drawn together by the use of career resource centers. Each center should have an audio-visual media coordinator and a coordinator for school industry cooperation (Gambino, 1972). Duties of the resource center team include:

1) Coordinating the career education efforts in the school;

2) Providing services and multi-media resources to teachers;

3) Reducing duplication, expediting exchange, and promoting efficiency in the school program;

4) Helping the student assess his individual needs and interests, plan educational experiences accordingly, and maintain continuity for students in the career development process; and

5) Identifying a core of knowledge pertinent to inservice education of teachers.

With a team of this sort, a science teacher who wishes to conduct a field trip around the theme "scientists in your community" could secure information about places to visit, and available materials for students to examine ahead of time; obtain assistance in photographing or taping the trip; learn who has previously completed units on this theme; receive assistance in preparing materials which are needed but not available; and secure help in making arrangements for the trip. Cooperative efforts of this type encourage sharing of ideas and rapid development of a supply of resource materials.

Summary

Junior high school students make decisions concerning educational and career selection and/or whether to remain in school. In making choices, students express the kind of person they hope to be and can thus perceive the educational process as useful in achieving their goals.

Families of occupations may be explored in various ways. It is especially important that real and simulated work experiences be incorporated as an integral part of the curriculum. Such experiences, along with other educational activities, should enable students to gain an understanding of the skills, aptitudes, interests, work values, environmental restrictions and motivations needed for successful entry and advancement in the occupational areas being explored.

A separate occupational exploration course at this level is usually less effective with disadvantaged youth than integrating career exploration into all phases of the school curriculum. Involvement and cooperation of the entire teaching staff is needed to effectively utilize such an interdisciplinary approach to career education.

Various curricular patterns which have been used or are now in existence with disadvantaged youth include role playing, individual projects, games, coordination of academic and career instruction, clustering of careers for study by students, mini-trips, surveys, mini-business operation, remedial work experiences, observations, and multi-media instructional resources.

Disadvantaged students at this level should have opportunities to explore several clusters of occupations.

CURRICULUM MATERIALS FOR CAREER PREPARATION: SENIOR HIGH, POST-SECONDARY, ADULT LEVELS

The curriculum of most senior high schools includes required and elective courses designed to prepare students for productive life in our society. Overall, schools have not been accomplishing this successfully. Career preparation must be recognized as a necessary component of secondary, post-secondary, and adult education for all students.

The curriculum must be appealing enough so students are motivated to stay in school and must provide entry-level skills early enough in the program to guarantee that no student departs from school without the skills necessary to be self-supporting.

When designing curricula to meet certain described objectives, the following principles should be considered:

1) The needs, ability levels (cognitive and psychomotor), interests, attitudes and knowledge of work should be identified. The curriculum should reflect the environmental background of the students.

2) Available jobs within or near the school community in which the disadvantaged youth can and will be employed

should be identified. Performance qualifications of these jobs should be determined with the aid of an industry advisory committee.

3) Performance goals that are easily understood and achievable should be established.

4) Communications, social sciences, and mathematics instruction should be integrated with actual problems and situations in skill training....

5) The curriculum should be developed so that, initially, students spend a majority of class time in laboratory or shop, which involve practical, physical skills, versus theoretical study.

6) The curriculum should be based on increasing standards of student performance in both quality and quantity.

7) Preparation for job placement must be a part of the curriculum including job opportunities and qualifications, procedures for applying for jobs, and personal qualifications such as dress, and punctuality.

8) Parents, students, industry, and community and social agencies should be involved in planning the curriculum.

9) The curriculum should center around preparing students for clusters of related jobs. For example, students in the automotive field should be prepared to work at different levels and types of work as follows: service station attendant, auto mechanic, automotive machinist, automatic transmission technology, carburetor-ignition technology, and diesel technology.

10) There should be easy access into the vocational program and no limit on vertical mobility in skill training or continuing education.

11) Curriculum planning for the disadvantaged youth should be a continuous process of planning, modifying, and evaluating educational goals.

12) The curriculum should be structured but flexible to varying needs and ability levels of the students. The

curriculum should be structured for increasing levels of competency and complexity. However, entry-level training should be simple and flexible. That is, there should be minimal or no prerequisites. Horizontal movement into different types of skill training should be permitted at the lower levels of training to allow career and skill exploration.

13) The secondary skill training curriculum should be preceded by a prevocational career and work orientation program and followed by a continuing adult and technical education program.

14) The curriculum should include instructional units in personal finance management and health and physical welfare. In some work study programs, students are required to save a portion of their paycheck (Social, Educational Research and Development, Inc., 1968).

The process of planning a curriculum should start with an inventory of each student's attitudes, interests, cognitive and psychomotor abilities, cultural and personal characteristics, and educational and vocational aspirations. As was noted earlier, several staffs and agencies will be needed to secure a bank of information which the vocational teacher may review. It is essential in this review that the teacher does not become blinded to student potential by records of academic failure and/or discipline problems that may have been caused by these failures.

A review of the characteristics of disadvantaged youth and their environment presented in this paper reveals the following common basic needs of disadvantaged youth: 1) security and stability in their environment, 2) successful educational experiences, 3) recognition for achievement, 4) love and respect, 5) legal sources of finance, 6) financial management, 7) proper housing, 8) good health, 9) development of basic communication skills, 10) saleable work skills, 11) an appreciation of the meaning and importance of work, 12) successfully employed adult or peer work models, 13) positive self-concepts, 14) job opportunities and qualifications, and 15) socially acceptable attitudes and behavior (Feck, 1971:20-21).

The work careers program of Wilmington, Delaware, emphasizes work that is typical of that offered in many other areas of the country

(Fleming, 1969). Curriculum areas covered include the following:

1) Personal development -- positive self-image, social skills, work attitude, and aesthetic values.

2) Vocational orientation -- job information and occupational exposure.

3) Basic academic skills -- reading improvement, mathematics, science, and communications.

4) Basic citizenships skills -- American heritage (in this category some authors would include study of minority cultures), responsibilities of citizens, and the process of government.

The Achieving Individualized Motivation Systems (AIMS) materials are one of the recently developed systems for helping the student build a more positive self-image (Nugent, 1971). The basic approach used is to have the student identify his strengths by listing his response to such statements as: (1) three times when I grew a lot as a person, (2) three times I learned a great deal in a short time, (3) major turning points in my life, (4) times when I was helped by someone else to grow as a person, and (5) happy moments of my life. In a workshop setting, using audio tapes or directed by a group leader, the student goes on to respond to statements about achievements he has made at various stages in his life. Pictures suggesting recreational, athletic, academic, artistic, or other achievements are included at the beginning of this section. The next sections cover strengths, values, success, goal setting, success predictions, and achievement planning. The technique of this case consists of building situations in which the student must think positively about himself. Student outcomes include: (1) setting personal goals, (2) identification of values, and (3) identification of motivators or rewards to which the student responds. An added benefit is that by knowing what motivates the student, the teacher can respond more effectively.

Various work experience arrangements are utilized to take advantage of community resources and at the same time provide concrete involvement of the student in actual work settings. Work-study programs provide the student with income which often is needed if the student is to stay in school. The Boston Work Study program uses work-study as a central theme for its curriculum and arranges instructional activities which lead to a traditional high school diploma. Each student is assured a work station where some students earn up to $4,000 per year.

Students receive extensive individual assistance with the academic portion of their program and also are encouraged to budget one-third of their income for savings, one-third for their family, and one-third for their personal expenses. The classroom portion of the curriculum is not necessarily related to the job the student holds and is very traditionally "academic" in nature. The setting is not traditional in that students work in a "home room" in classes which do not exceed 15 students. An extremely high retention rate in this program is attributed largely to the motivation provided by the sizeable and steady income. Continuation in the "academic" portion of the curriculum is assured by employer agreements which stipulate that work-study students will be dismissed if they are absent from classroom responsibilities.

Teachers assume a 24-hour-a-day responsibility for seeing that students are where they are supposed to be, on time. Furthermore, the teacher is responsible for visiting the student's home as needed to determine if "out of school" activities could lead to situations involving trouble with the law or other problems which might cause absence from school.

Cooperative education provides opportunities for the student to achieve the benefits of work-study and also offers the advantage of directly relating classroom instruction to responsibilities in the work station. Dolnick (1972) views personality enhancement as another major contribution of cooperative education. Students achieve an adequate self-concept; identification, reality testing and self-exploration are heightened; feelings of individuality are developed; the need for recognition is satisfied; and responsibility and maturity are developed. The student has a variety of cognitive learning experiences at the training facility and develops the "work ethos" necessary to make the transition between school and employment.

The curricula in programs for drop-outs typically are designed to provide the students with skills which are essential for employment. Delay by involvement with non-essentials must be kept to an absolute minimum. The public schools in East Chicago, Indiana, for instance, have a welding curriculum for drop-outs which is literally designed to prepare students to pass the tests employers in the area use for selecting welders. The implications for this kind of curriculum planning are profound. In the first place, the teacher must keep actively involved with the industries and know, not guess, what requirements the student must meet to be employed. Furthermore, the industry is obligated to select tests which are, indeed, relevant to the job and hire those whom the tests show to be qualified.

Basic social, reading, communications, mathematics, and science skills must be assured if the disadvantaged are to compete on an equal basis in the job market. Students are still reaching our high schools without adequate skills in these areas. The New York State Department of Education has developed a wide variety of materials to help expand the student's abilities in these areas (Slotkin, 1968). Included are: (1) occupationally-related remedial lesson materials for native born illiterates and non-English speaking trainees, (2) occupationally related language arts and mathematics courses of study, and (3) discussion materials for occupationally oriented group counseling. Appendixes contain: (1) commercial occupations basic education; (2) distributive occupations basic education; (3) reading comprehension, literature, correctness of expression, and social studies workbooks; (4) mathematics, science, correctness of expression, reading comprehension, and literature teaching guides; (5) Pitman alphabet and traditional orthography remedial reading for auto service station attendants; (6) language arts lessons for English as a second language; (7) non-English speaking trainee basic education for varied occupations; and others. The auto service station attendant's course is one of the better examples of material prepared for students with limited reading ability. It includes parallel remedial lesson materials in Initial Training Alphabet (I/T/A) and traditional orthography. These selections follow the sequence of prevocational occupational training and are graded in order of difficulty, after trial with classes in the Manpower Development Training Program. This series of materials also provides preparation for passing the G.E.D. exams, an important benchmark for students who do not expect to finish high school.

Basic citizenship skills, responsibilities of citizens, and process of government are often integrated with reading and personal development. The Consumer Education Curriculum Guide for Ohio, Grades K-12, includes a number of lessons which are directly aimed at providing skills in these areas (Ohio State Department of Education, 1970). One of the keys to success in these lessons is that the topics covered are a very real part of the lives of the disadvantaged. They're anxious to know how to get the most for their money when they borrow, understand the protection provided by the Truth-in-Lending Law, know how to budget for periods of seasonal unemployment so unemployment compensation and other income will go around, understand that "the big print gives and the fine print takes away," and know the consumer's responsibility to be informed and respect existing laws. The Ohio curriculum guide is limited to consumer education, but other curricula deal with questions such as: "What are your responsibilities and rights when arrested?" "How can pregnancy be avoided?" "Where can a person who is broke go for help if ...?" We know full well that disadvantaged students, perhaps all students we

serve, need help with these problems. How consistent are we if we build a curriculum to prepare people for life's roles and omit these sensitive topics?

Summary

A career development program that stops at the point where individuals have made decisions cannot be truly effective. Decisions at the senior high school level are typically more firm and relatively more irrevocable than those made in the junior high school. Questions which must be answered in career decision-making resulting in progressively more commitment of the student include:

1) Do I enjoy or like the activity?

2) Am I able to do or learn to do this kind of work?

3) Does this work contribute to what is important for me?

4) What would I really like to do?

5) What is possible for me?

6) What is probable for me?

Adequate curricula must be available to allow students to follow-up their career decision-making with concrete experiences designed to prepare them for work. Career preparation must be realistic in terms of the real-world setting and must provide necessary entry-level skills so students who do not complete the program can still be self-supporting.

Career preparation involves not only job skills but also personal development, vocational orientation, basic academic skills, and basic citizenship skills. Work experience with pay and with related classroom instruction not only provides cognitive learning experiences but assists in developing the "work ethos" necessary for continuing employment. The income provides incentive for remaining in school.

Numerous materials have been developed for career preparation of students. Many are useful or adaptable for use with disadvantaged students. Some have been adapted to the reading level and culture of specialized groups. Newer materials often tend to integrate vocational and academic subject material.

Career education at this level involves real-life experiences, academic, and occupational preparation. Curricula in programs for potential dropouts often emphasize employment skills, and remedial work is often needed for the necessary academic skills.

CONCLUSION

Curriculum and instructional materials used in instructional programs for the disadvantaged will be successful only if specifically selected or prepared to meet the needs of those who are to be served, and then only if the learners perceive these materials as meeting their needs. Instruction should be individualized to the greatest possible extent.

Teachers must communicate an honest and sincere expectation that their students will succeed. It is also essential for instruction to be practical and basic in nature. Classroom instructional units based upon shop, laboratory, job or home experiences of students will help correlate student interest to the curriculum. Learning by doing is often considered the best teaching method with disadvantaged individuals, as well as with advantaged.

Materials should be in keeping with the reading and interest level of students. Use of visual material where possible, and written material with no complicated language will increase student comprehension.

Materials need to be adapted to the culture of the disadvantaged student. Curriculum materials must communicate; therefore, it is necessary that the materials reflect the language, environment, and experiences of the student.

The instructional program should be functionally rooted in the community. Community representatives from business, industry, health services, crafts and trades, other labor groups and public agencies should be consulted about what needs to be included in the curriculum. It is equally important to keep students thoroughly informed about the job market (what jobs are available, where, and how to qualify).

The needs of the disadvantaged are complex; curriculum and instructional materials are only a part of the total resources required to enable the disadvantaged to succeed within the school environment as well as in the working world.

APPENDIX:

SELECTED INSTRUCTIONAL MATERIALS

Career Education Kits -- Science Research Associates

Belanger, Laurence. Occupational Exploration Kit. Chicago: Science Research Associates, 1964, 1967, 1971 rev.

Designed for students in grades nine to 12, this kit is intended to present a variety of occupations to the student and acquaint him with the important factors in his occupational choice. The kit consists of six components: (1) occupational briefs which give short summaries of current job information, (2) occupation scanner, (3) guidance series booklets which provide outside reading on topics relevant to occupational exploration, (4) job family booklets which help students recognize similarities between jobs, (5) an alphabetical list of occupational briefs, and (6) student record books, 16 pages in length which furnish directions for use of the kit as well as room to record information. Instructions and suggestions for use of the kit, and a short bibliography are found in the eight page teacher's guide.

Lombard, Jack, and Grinager, Marilyn. Keys-Career Education. Chicago: Science Research Associates, 1972.

This set of 17 related items, intended for grades six to nine, consists of 10 filmstrips, five cassettes, and a 41 page manual. The first filmstrip explains the Kuder E Interest Profile and gives an overview of the filmstrip series. The remaining filmstrips are divided along the 10 Kuder E General Interest Survey categories; however, the filmstrips and cassettes can be used without the Kuder Interest inventories. These filmstrips and accompanying cassette scripts discuss: (1) common characteristics of occupations in the filmstrip; (2) advantages and disadvantages of the field, which tasks are most satisfying, how to enter and advance; (3) need for specific talents or education; (4) indication of related high school courses, extracurricular activities or avocations; and (5) where to obtain more information. The manual includes an extensive chart of occupations arranged by interest categories.

Rubia, Helen. Job Experience Kits. Chicago: Science Research Associates, 1970.

Intended for students in grades seven to 12, the kit is designed to give students simulated work experiences in 20 different occupations. The necessary materials and information with which to solve the problems presented in the booklets are included in the kit (e.g., nails and wood are part of a carpenter's kit). The booklets all have: (1) a short introduction establishing the importance of the occupation to arouse student interest in it, (2) presentation of information needed by the student to solve the problem, and (3) a series of related problems or one problem. Each kit is self-contained. It can be used in any school setting with minimal guidance from the teacher or counselor. A sample of jobs included are those of accountant, lawyer, librarian, motel manager, truck driver and draftsman.

Science Research Associates. Dimensions in Reading: Manpower and Natural Resources. Chicago: Science Research Associates, 1966.

The primary purpose of this series is to stimulate in students, grades four to six, a lasting interest in independent reading. To accomplish this goal, the materials are structured in two major ways: they are graded in difficulty and grouped into interest areas. The reading selections in each kit are presented in a wide range of reading difficulty, with short, highly readable selections at the lower levels and longer, more difficult selections at the higher levels. A student can therefore begin immediately with materials that he can work with successfully and comfortably, yet he always has before him more challenging materials to move into. Each of the nine kits has a general theme around which selections are grouped. This makes it possible for the instructor to select the materials that will be the most appropriate to a particular group of students in view of their age, ability and experiences.

The Community Helper Books -- G. P. Putnam's Sons

In this collection of stories children meet various workers and they and the reader learn many details concerning each job. A picture glossary follows each story. These stories are directed to students in grades one to three, and average 48 pages in length.

Bolian, Polly, and Schima, Marilyn. I Know a House Builder. New York: G. P. Putnam's Sons, 1970.

_____. I Know a Nurse. New York: G. P. Putnam's Sons, 1970.

Buchheimer, Naomi. I Know a Ranger. New York: G. P. Putnam's Sons, 1970.

Evans, J. A. I Know a Truck Driver. New York: G. P. Putnam's Sons, 1970.

Henriod, Lorraine. I Know a Grocer. New York: G. P. Putnam's Sons, 1970.

_____. I Know a Postman. New York: G. P. Putnam's Sons, 1970.

_____. I Know a Zoo Keeper. New York: G. P. Putnam's Sons, 1970.

Iritani, Chika A. I Know a Baker. New York: G. P. Putnam's Sons, 1970.

_____. I Know an Animal Doctor. New York: G. P. Putnam's Sons, 1970.

Stanek, Muriel. I Know a Dairyman. New York: G. P. Putnam's Sons, 1970.

_____. I Know an Airline Pilot. New York: G. P. Putnam's Sons, 1970.

Voight, Virginia. I Know a Librarian. New York: G. P. Putnam's Sons, 1970.

Williams, Barbara. I Know a Bank Teller. New York: G. P. Putnam's Sons, 1970.

_____. I Know a Fireman. New York: G. P. Putnam's Sons, 1970.

_____. I Know a Garageman. New York: G. P. Putnam's Sons, 1970.

_____. I Know a Mayor. New York: G. P. Putnam's Sons, 1970.

_____. I Know a Policeman. New York: G. P. Putnam's Sons, 1970.

_____. I Know a Weatherman. New York: G. P. Putnam's Sons, 1970.

Community Helper Series -- Albert Whitman and Co.

The books in this series are directed toward students in second and third grades. It would probably be difficult to attempt using the books with students above fourth grade due to the youthful illustrations. A picture dictionary incorporating many of the words used in the story appears at the beginning of most. These materials could be used for self instruction or in group discussion.

Barr, Jene. Busy Office, Busy People. Chicago: Albert Whitman and Co. 1968. 34 pp.

The type of work occurring in a busy office is revealed through the storyline.

_____. Fire Snorkel Number 7. Chicago: Albert Whitman and Co. 1965. 33 pp.

The work of firemen is illustrated in this story.

_____, and Chapin, Cynthia. What Will the Weather Be? Chicago: Albert Whitman and Co. 1965. 33 pp.

Weathermen tell how they can predict weather conditions.

Chapin, Cynthia. Clean Streets, Clean Water, Clean Air. Chicago: Albert Whitman and Co. 1970.

How a town or city remains clean is discussed in terms of the people and occupations involved.

_____. Healthy is Happy. Chicago: Albert Whitman and Co. 1971. 32 pp.

Who helps people stay healthy and how is considered here.

_____. News Travels - Local Communications. Chicago: Albert Whitman and Co. 1967. 30 pp.

News media and mass communications networks are the topic of this work.

_____. Squad Car 55. Chicago: Albert Whitman and Co. 1966. 33 pp.

The responsibilities and activities of policemen are discussed throughout the tale of a squad car.

_____. Wings and Wheels. Chicago: Albert Whitman and Co. 1967. 33 pp.

All kinds of transportation are important to us. This book describes transportation workers and how they help the community.

Neigoff, Anne. Dinner's Ready. Chicago: Albert Whitman and Co. 1971. 32 pp.

The story focuses on food and food services emphasizing the workers responsible for the various services.

Concepts and Inquiry Series -- Allyn and Bacon, Inc.

While this series covers grades K-7, only those texts most closely related to career education concepts will be discussed here. Each text has an accompanying teacher's guide which provides lists of concepts, objectives, background information, inquiry activities, notes on questions and activities for each chapter, and a list of resource materials for each section. Photographs, drawings and maps illustrate each text. The chapters contain questions marked as to degree of difficulty; a glossary of terms is located at the end of each text.

Social Science Staff of the Educational Research Council of America. Agriculture: Man and the Land. Boston: Allyn and Bacon, Inc. 1971.

Economics and geography play a major role in grade four. In the first semester, the student explores the development of agriculture. During the second semester, in Industry: Man and the Machine, he considers specialization, research and capital investment in the creation of mass-producing, mass-consuming societies.

_____. American Communities. Boston: Allyn and Bacon, Inc. 1970.

For second semester grade two, students are introduced to specialization, interdependence, and transportation and communications systems in the United States. Six texts are provided: "An Historical Community," (Williamsburg, Virginia); "A Military Community," (Fort Bragg, North Carolina); "An Apple-Growing Community," (Yakima, Washington); "A Forest-Products Community," (Crossett, Arkansas); and "A Steel-Making Community," (Webster City, Iowa).

_____. Communities at Home and Abroad. Boston: Allyn and Bacon, Inc. 1970.

Designed for the first semester of grade two, this text emphasizes the geography and economics of the communities discussed. This includes a discussion of division of labor in performing services. Three textbooks are available: "Our Community," "The Aborigines of Central Australia," and "The Eskimos of Northern Alaska."

_____. The Making of Our America. Boston: Allyn and Bacon, Inc. 1970.

The topic for grade three concerns the historical development of North America, for the first semester. During the second semester, in The Metropolitan Community, students are introduced to economic, social, and ethical concerns as well.

Curriculum Units -- Settlement Houses Employment Development, Inc.

Settlement Houses Employment Development, Inc. Making the Grade. New York: Settlement Houses Employment Development, Inc. November, 1971. Loan copies available from Bureau of Occupational Education Research, State Education Department, Room 468, Albany, NY 12224.

This packet consists of curriculum units and an instructor's guide. It is designed to prepare unemployed and underemployed adults for secretarial positions in law firms. It was prepared as part of a hire-and-train program of the Association of the Bar of the City of New York under a JOBS 1970 contract of the U. S. Department of Labor. The 15 units serve as supplementary material to technical training in shorthand, typing and English. The units, through the fictional character Melanie, concern the problems of work content as well as work behavior.

Follett Vocational Reading Series -- Follett Educational Corporation

This series of student manuals is designed to inform students, grades eight to 12, about the training opportunities available in various fields. Comprehension checks follow each chapter within, and a technical vocabulary list is included at the end of each manual. A teacher's guide with answer key accompanies the entire reading series. The manuals, however, can be used independently. Minority group members are included, but not given special emphasis, in these manuals.

Lerner, Lillian, and Moller, Margaret. Anita Power, Office Worker. Chicago: Follett Educational Corporation. 1967. 96 pp.

The story of Anita Power and her boyfriend, Jerry Fuller, is intended to help the student decide if he may want to pursue a career in office work. Various aspects of office jobs are presented as part of the storyline.

_____. The Delso Sisters, Beauticians. Chicago: Follett Educational Corporation. 1965. 96 pp.

In this story, two sisters, Rose and Eva, study to become beauticians. Rose attends a commercial beauty culture school at night and Eva participates through her public high school's program. The manual is intended to introduce students to the career of beautician.

_____. John Leveron, Auto Mechanic. Chicago: Follett Educational Corporation. 1965. 96 pp.

John Leveron, auto mechanic, tells of his experiences and problems during training. This story could help a student decide whether he might want to pursue a career in auto mechanics.

_____. Marie Perrone, Practical Nurse. Chicago: Follett Educational Corporation. 1965. 96 pp.

Marie Perrone decides she wants to become a licensed practical nurse. She describes what the training and working as a practical nurse is like. The hard work as well as the excitement of the job are discussed.

_____. The Millers and Willie B., Butcher, Baker, Chef. Chicago: Follett Educational Corporation. 1965. 96 pp.

This student manual is designed to inform students about the training and opportunities available in the food trades of butcher, baker or chef. The Miller brothers and Willie Bordo, describe how they learned the trades -- on the job, in a public vocational high school and the duties performed in each trade.

Moller, Margaret, and Lerner, Lillian. Helen Greene, Department Store Worker. Chicago: Follett Educational Corporation. 1967. 96 pp.

Helen Greene learns about working in a department store--retailing, merchandising, selling--through a school program and part-time job. This student manual is intended to help a student determine if he may want to have a career as a department store worker.

Jobs With a Future -- Grosset and Dunlap

The books included in this series, are directed toward young adults--both the high school graduate and the non-graduate. They average 128 pages, and each offers a factual presentation of specifics about the occupation under discussion including what skills and knowledge are needed, how to prepare for the job and where to obtain information about a particular position. While there is no special emphasis given to minority group participation, neither is such excluded. Titles a part of the series, but not available for review include: A Job With a Future in the Steel Industry; A Job With a Future in Hotels, Motels and Restaurants; A Job With a Future in the Armed Forces; A Job With a Future in the Aerospace Industry; and A Job With a Future in the Textile Industry.

Conner, J. Robert. A Job With a Future in Automotive Mechanics. New York: Grosset and Dunlap. 1969. 128 pp.

This work tells students how to get in on the action of being a mechanic, where to go, what to study, what questions to ask, and what answers to give to questions they are asked. Some of the chapters deal with topics such as automobile company training programs, working in a dealership, diagnostic centers, and truck and bus mechanics.

Cross, Wilbur. A Job With a Future in Computers. New York: Grosset and Dunlap. 1969.

Data processing is also considered in this study. It covers three broad topics: (1) a history of the computer and its future prospects; (2) jobs in the computer field and training required for each; (3) operation and mechanics of the computer and problems of programming. A glossary of terms and sources provide additional information.

Drotning, Phillip T., and Mayes, Jim. A Job With a Future in the Petroleum Industry. New York: Grosset and Dunlap. 1969.

The authors describe separate areas and types of jobs available. These include exploration, production, refining, marketing research, administration and service station management.

Looking Forward to a Career Series -- Dillon Press

Each book in this series concentrates on one occupational type. The material for each was prepared by a person experienced in that particular field. It is designed for students in grades five to nine, but for slow learners it would more likely suit grades seven to 12. In addition to titles listed below, topics not available for review include careers in: law enforcement, library work, metals and plastics, secretarial work, social services, teaching, and veterinary medicine.

Campbell, Douglas, and Devlin, Diana. Looking Forward to a Career in the Theater. Minneapolis, MN: Dillon Press. 1970. 101 pp.

Fraser, Arvonne. Looking Forward to a Career in Government. Minneapolis, MN: Dillon Press. 1970. 131 pp.

Haeberte, Billi. Looking Forward to a Career in Radio and Television. Minneapolis, MN: Dillon Press. 1970. 90 pp.

Kane, Betty. Looking Forward to a Career in Dentistry. Minneapolis, MN: Dillon Press. 1972. 113 pp.

McKibben, Galen. Looking Forward to a Career in Building Trades. Minneapolis, MN: Dillon Press. 1970. 93 pp.

Nelson, Jo. Looking Forward to a Career in Home Economics. Minneapolis, MN: Dillon Press. 1970. 109 pp.

Swanson, Harold B. Looking Forward to a Career in Agriculture. Minneapolis, MN: Dillon Press. 1971. 118 pp.

Tigue, Ethel. Looking Forward to a Career in Writing. Minneapolis, MN: Dillon Press. 1970. 94 pp.

Treunfels, Peter. Looking Forward to a Career in Computers. Minneapolis, MN: Dillon Press. 1970. 81 pp.

Occupational Information Learning Activity Packages for Grades K-9 (OCCUPAC) -- Eastern Illinois University.

Occupational Information Learning Activity Packages for Grades K-9 (OCCUPAC) have been developed and tested by the Eastern Illinois University. The OCCUPAC contain slides, tapes, equipment and materials used in various occupations, decision-making simulation activities, and "manipulatives" from the world of work. These materials were prepared on the premise that personal, social, and intellectual growth and development occur through a sequence of concrete experiences followed by abstractions. The primary objectives of the OCCUPAC are to: (1) build wholesome attitudes toward all kinds of work, (2) aid the student in his self-development, (3) expose children to a large variety of occupations, and (4) expose children to the functions of work. These materials are of special interest because they are one means of individualizing instruction.

Open Door Series -- Children's Press

This paperback series is designed for students in grades four to nine, but could be utilized at the secondary level as well. Each presents an autobiography of an individual in a particular occupational field. The minority groups, American Indian, Spanish-Americans and Negroes, are well represented here. At the conclusion of each story basic job descriptions are given. They average 64 pages each.

Chaffin, Lillie D. A World of Books. Chicago: Children's Press. 1970.

A rural Kentuckian tells of her determination to become a writer.

Coleman, James. Whatever You Can't Have. Chicago: Children's Press. 1970.

How he came to be a personnel worker is discussed by a young black man.

Davis, Charles. On My Own. Chicago: Children's Press. 1970.

A black public relations man tells how he came into his profession.

Daylie, Daddy-O. You're On the Air. Chicago: Children's Press. 1969.

A black disc jockey tells his story.

Deer, Ada. Speaking Out. Chicago: Children's Press. 1970.

This story traces the growth of a young Indian youth and her decision to become a group social worker. Aspects of her job are discussed within.

Diaz, Paul. Up From El Paso. Chicago: Children's Press. 1970.

This autobiography of a minority building inspector relates how he overcame problems to become a success.

Dunham, John. Someday I'm Going to Be Somebody. Chicago: Children's Press. 1970.

Now a computer operations worker, this young black man tells how he has fulfilled his childhood ambition to "be somebody."

Ellis, Jim. Run for Your Life. Chicago: Children's Press. 1970.

How Jim Ellis became a community social worker is traced through his autobiography.

Geary, Charles. What I'm About is People. Chicago: Children's Press. 1970.

Charles Geary tells how and why he became a community social worker.

Hannahs, Herbert. People Are My Profession. Chicago: Children's Press. 1970.

Employed by the Chicago House of Correction, this black social worker relates his responsibilities.

Hardin, Gail. The Road from West Virginia. Chicago: Children's Press. 1970.

A factory worker from Appalachia tells her story of occupational growth.

Leak, Zenolia. Mission Possible. Chicago: Children's Press. 1970.

Now a traffic clerk, this young black woman tells of her efforts to obtain the position.

Mack, John. Nobody Promised Me. Chicago: Children's Press. 1970.

A black teacher-librarian tells about his life in New Orleans.

Robinson, Emmett. Where There's Smoke. Chicago: Children's Press. 1970.

The work of firemen and the story of his life are intertwined by Emmett Robinson, a black fireman.

Sagara, Peter. Written on Film. Chicago: Children's Press. 1970.

Peter Sagara, Japanese-American, tells what it is like to be a photographer.

Sims, William. West Side Cop. Chicago: Children's Press. 1970.

Sims describes his life as a black policeman in Chicago.

Sine, Jerry. Son of This Land. Chicago: Children's Press. 1970.

Now a commercial artist, an American Indian tells of the difficulties encountered on his way to reach his professional goals.

Standerford, Betsy. No Hablo Ingles. Chicago: Children's Press. 1970.

Betsy Standerford, an American Indian, describes her teen years and how she decided upon a job in personnel.

Thompson, Chester. New Fields. Chicago: Children's Press. 1970.

Thompson is employed as a systems engineer. He tells about this job and his life as a young black in Chicago.

Vasquez, Joe C. "Lone Eagle." My Tribe. Chicago: Children's Press. 1970.

"Lone Eagle," an American Indian, relates his experiences as a purchasing agent.

So You Want to be a Nurse -- Vocational Films

Vocational Films. "So You Want to be a Nurse." New York: Vocational Films. n.d.

This is one of a series of vocational visuals designed to stimulate occupational thinking for students in grades six to 12 and post-secondary. This color filmstrip first examines qualities necessary to become a nurse; then types of nursing careers, and finally a summary and suggestions on obtaining further information.

What Job for Me? -- McGraw Hill Book Company

This McGraw Hill series of booklets is directed toward students in the intermediate grades and secondary students with reading problems. Each presents a fictional account of a person entering and learning the skills of a particular job. At the end of sections within each booklet, are exercises which review the previous reading and help students learn proper job skills and attitudes. A final section of each, titled "Job Facts" gives a brief summary of the pay, hours and training needed for the job illustrated. Minority groups are well represented in this series.

Anton, Stan. Cool It, Man! New York: McGraw Hill Book Company. 1967. 41 pp.

Henry, as an experienced refrigeration and air conditioner mechanic, helps break in a new employee. The requirements of the job are described as Henry learns new skills as a work supervisor.

Appleton, Myra. John, the Second Best Cook in Town. New York: McGraw Hill Book Company. 1966. 43 pp.

John Andrews takes the job of dishwasher in the hope of eventually becoming a cook. He learns how to operate an industrial dishwasher and has a number of things to clean in the kitchen. John describes how dishwashing requires strength and the ability to work rapidly without interfering with other restaurant personnel in the kitchen.

Asherman, Bob. Frank, the Vending Machine Repairman. New York: McGraw Hill Book Company. 1967. 43 pp.

In this fictional account, readers follow Frank Stephens as he learns the job of vending machine maintenance and repair. Frank relates his experiences throughout this training period.

Borisoff, Norman. Carmen the Beautician. New York: McGraw Hill Book Company. 1967. 41 pp.

As a beginning student of beauty culture, Carmen tells about her training and duties. She describes how she cares for customers' hair, fingernails, and skin. A beautician works to become a hair-dresser. Carmen emphasizes the importance of neatness and cleanliness in her profession.

Chase, Cynthia, and Elmore, Pat. Ginny the Office Assistant. New York: McGraw Hill Book Company. 1967. 41 pp.

Ginny West, an ambitious, hardworking girl, is promoted to the job of office assistant which she says is the same as a clerk typist. Her job is to answer the telephone, open and sort mail, and type invoices. She finds office work very satisfying, similar to being a member of a large family.

Dudley, Bronson. Tom the Merchant Seaman. New York: McGraw Hill Book Company. 1967. 44 pp.

Tom Wilson begins his job as an ordinary seaman aboard a cargo freighter. Typical ship procedures, language, and equipment are noted. Among the advantages of the jobs mentioned are opportunities for travel. A final section titled Job Facts gives a brief summary of where to find a job in the merchant marine, how to get correct sailing papers, and how to apply for a job. The important seamen's unions and steamship companies are also listed.

Eisendrath, Charles. Keep It Clean (Dry Cleaning Assistant). New York: McGraw Hill Book Company. 1967. 43 pp.

In this fictional account, Tom, a Vietnam veteran, finds a job working in the Quick-Kleen Dry Cleaning Shop in Detroit. He learns to perform a variety of jobs as he gets to know the other employees. The book discusses indirectly the issue of ethnic and racial relations, the union movement among dry cleaners, and the problem of narcotics addiction.

Goodman, Burton. Burt the Policeman. New York: McGraw Hill Book Company. 1968. 43 pp.

This booklet is designed to familiarize students with the day to day job of patrolmen. In this fictional account, readers follow

Burton Daniels, Brooklyn based patrolman, through a series of typical duties. Training at the police academy is also described.

_____. Pete the Service Station Attendant. New York: McGraw Hill Book Company. 1966. 43 pp.

Pete tells his own story about day-to-day activities at Charlie's Service Station as a service station attendant. The language used is vigorous and full of slang expressions. A final section titled Job Facts gives a brief summary of the pay, hours, and training required of a service station attendant.

Hamer, Martin. Timo the Draftsman. New York: McGraw Hill Book Company. 1967. 43 pp.

In this fictional account, readers follow Timo Rodriguez from the initial job interview to his achievement of success as a draftsman. Several anecdotes allude to Timo's personal and social life.

Kipniss, Jean. Judy the Waitress. New York: McGraw Hill Book Company. 1966. 43 pp.

In reading this text, students will become familiar with the job of waitress. Judy Villa tells her own story in a vigorous slang style. Judy works at a dime store but is unhappy because she has no one to talk with. A neighbor suggests work as a waitress and Judy finds a job at the Oak Room Restaurant. She quickly learns the special language and procedures of the job and finds it very satisfying.

Lawson, Tom. Betty and Her Typewriter. New York: McGraw Hill Book Company. 1967. 43 pp.

This booklet introduces Betty Stolz who has learned the skill of typing and wins a job as a typist in the foreign department of a large business firm. Betty learns a lot about office procedure as well as how to use an electric typewriter and a dictaphone. Basic clerical skills are discussed as they are learned by Betty.

Olsen, Jim. Sandy the Lineman. New York: McGraw Hill Book Company. 1967. 43 pp.

Sandy is beginning to learn the job of electric lineman. A series of typical job incidents are given to help relate the story to the real world.

Swinburne, Laurence. Joe the Retail Salesman. New York: McGraw Hill Book Company. 1966. 43 pp.

Joe finds a job at a supermarket and quickly learns the importance of display techniques. Joe learns his job so well that he soon leaves the supermarket for a better position in a sporting goods store.

Wright, Dale. Phil the File Clerk. New York: McGraw Hill Book Company. 1967. 43 pp.

In a fictional account, Phil Rivera, a high school drop-out, tells his own story about beginning work as a file clerk in a large firm assigned to a woman boss. He learns filing procedure as well as correct work habits. The basic concepts of job training, and the type of work associated with the role of file clerk are introduced.

When I Grow Up, I Want to Be... -- Instructo Corporation

Instructo Corporation. When I Grow Up, I Want to Be... Paolia, PA: Instructo, Corporation. 1970.

A flannel board kit, this includes felt figures and clothing that is work oriented. It is designed to help children in their understanding of jobs and their characteristics. It features 36 occupations including: professional, business, blue collar, homemaking and various occupations for men and women.

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[1]Bibliographical entries followed by an ED number are generally available in hard copy or microfiche through the Educational Resources Information Center (ERIC). This availability is indicated by the abbreviations MF for microfiche and HC for hard copy. Order from ERIC Document Reproduction Service (EDRS), P. O. Drawer O, Bethesda, Maryland 20014. Payment must accompany orders totaling less than $10.00. Doctoral dissertations with a microfilm number are available in microfilm ($4.00) or xerographic copy ($10.00) from University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan 48106.

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DESCRIPTORS - *Disadvantaged Youth; Educational Programs; *Educational Needs; *Instructional Materials; Reading Level; *Career Education; Annotated Bibliographies; Elementary Grades; Secondary Grades; Post Secondary Education; Student Characteristics; Student Interests.

ABSTRACT - This paper discusses the characteristics and curriculum needs of disadvantaged students and examines curriculum materials for three levels, including career awareness (elementary level), career exploration (junior high level), and career preparation (senior high, post secondary, and adult levels). Curriculum and instructional materials used in educational programs for the disadvantaged will be successful only if they are specifically selected or prepared to meet the needs of those who are to be served, and then only if the learners perceive these materials as meeting their needs. Materials should be in keeping with the reading and interest levels of students, and the materials need to be adapted to the culture of the student by reflecting the language, environment, and experiences of the student. The instructional program should be functionally rooted in the community, which necessitates consultations regarding curriculum needs with community representatives from business, industry, health services, crafts and trades, other labor groups, and public agencies. Teachers of the disadvantaged must communicate an honest and sincere expectation that their students will succeed. It is also essential for instruction to be practical and basic in nature. An annotated bibliography of selected instructional materials is appended. (Author/SB)

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- ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (AIM), a quarterly publication, provides indexes to and abstracts of a variety of instructional materials intended primarily for teacher or student use.
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4. Brochures describing ERIC operations and products;
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